

The Hard of Hearing Post-Secondary Student



In this presentation, I am referring to hard of hearing post-secondary students whose primary language is not ASL.



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Hearing Loss

- #1 disability in the world

- 31 million in U.S.
(704,000 HOH in AZ*)

- 1 to 3 of every 1000 babies

20% of teenagers now have mild
hearing loss!!

* MarkleTrak VII 2005
www.ceres01.com/14091/24960/Hearing_Review/images_0607/0607STATS.jpg

A “Day in the Life” of a Hard of Hearing Student

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| <ul style="list-style-type: none"> • Waking up • Putting in Hearing Aids/Attaching Cochlear Implant • Phone call at home • Personal cell phone call • Phone Call at school • Classes at school • Recreation at school • Changing the battery in hearing aid/CI • Riding in the car • Hanging out at the mall • Listening to music | <ul style="list-style-type: none"> • Someone at the door • Cooking on the stove • Drying clothes in the dryer • Smoke/Fire Alarm! • Watching TV or a DVD • Going to a movie • Going to a play or dinner theater • Going to church/temple • Eating at the restaurant • Bedtime for HA/CI • Rain? Sprinkler? Cat? • Babysitting? |
|--|--|

Hard of Hearing Students

Generalities:

- Don't sign
- Post-lingual hearing loss
- Do not have a cultural identity connected to their hearing status
- Are not proud like the Deaf
- Are often mainstreamed
- Don't know the law & their rights
- Don't know about a.t.

Exceptions:

- May use ASL as secondary communication
- May have accepted their hearing loss
- May know about the law and their rights
- May be savvy users of a.t.

Hard of Hearing Students Need to:

- Understand “Hearing Loss 101” (type/cause/graph)
- Understand how important amplification is to their brain (and to their psychosocial health & success)
- Continue to focus on & improve their listening skills (AR)
- Teach others how to communicate with them (lighting, f2f, lipreading, speak louder, speak slower, etc.)
- Avoid bluffing
- Know the “new” laws (Section 504 & ADA-AA versus FAPE & PL94-142/IDEA)
- Be comfortable with disclosing their hearing loss
- Learn about what documentation is required and how to get it/who to get it from/how long it takes to get it

Hard of Hearing Students Need to:

- Know how to use all parts of their hearing aid
- Be aware of other assistive listening technologies and devices (loop, fm, infrared, cell phone loops, bluetooth)
- Be informed of what accommodations are available to them e.g. seating, CART, C-Print, Typewell, notetaker, ALD, extra time, quiet testing area...
- Think about their dorm room accommodations
- Learn how to be self-advocates & live independently
- Learn how VR can help them
- Participate in consumer support groups to continue learning and socializing (such as the young adult group in Tucson thru ALOHA)

Types of Hearing Loss

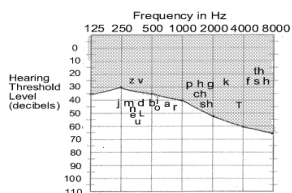
- Sensorineural aka “nerve deafness”
(90% of hearing loss is SNHL)



- Conductive (e.g. bones, eardrum)
- Mixed (combo of both)

**Consonants are more
important than vowels**

**Consonants are higher
pitched than vowels
and most people
with hearing
loss lose
the higher
frequencies
(consonants)
first.**



Hearing Aid Styles



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Over the Years: CIC/ITE/BTE

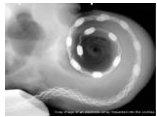


New: Receiver in Canal, Open Fit



New: Lots of Accessories now

Cochlear Implants/Baha



Cochlear Americas
Advanced Bionics
Med-El



Baha

Assistive Technology :

Hearing aids, cochlear implants, assistive listening devices (infrared, loop, FM, personal), visual and tactile alerting systems, pagers, hearing dogs, etc.



Accommodations

- Assistive Listening Devices
 - Interpreters (Oral & ASL)
 - CART
 - Note taking
 - Captioned videos
- Light and Tactile Signalers
 - Tape Recorders
- Captioned & Amplified Telephones

Various Laws

- Section 504 of the 1973 Rehabilitation Act
- ADA and ADA-AA: Title I, II, III, IV
- Arizona ADA
- Air Carriers Act
- Fair Housing
- Telecommunications Act (also in ADA)
- FAPE/IDEA

The Americans with Disabilities Act (ADA)

- Includes 5 Titles that outlaws discrimination in:
 - I: Employment (private = 15+ employees)
 - II: State and Local jurisdictions
 - III: Public Accommodations (private entities)
 - IV: Telecommunications
 - V: Miscellaneous and Enforcement Provisions
- Signed by President George H. Bush in 1990
- The most important disability-rights law since Section 504 of the Rehabilitation Act of 1973

ADA & Section 504

- Required to provide auxiliary aids and services to ensure effective communication
- Requires removal of structural communication barriers that are in existing facilities, and installation of flashing alarm systems, permanent signage, and adequate sound buffers

NEW Mitigating Measure Rule

- ▶ The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigation measures such as –
- ▶ Medication , medical supplies...prosthetics...hearing aids...assistive technology...
- ▶ Exception is ordinary eye glasses and contact lenses that fully correct visual acuity...

Empowerment and Self-Advocacy

- By informing Hard of Hearing individuals about their rights and the laws and programs available to support those rights, they can become empowered as self-advocates.
- Advocates are available to act on behalf of consumers as needed.

Self-Advocacy

- Be the “honey”
- Be knowledgeable
- Be organized
- Be persistent
- Maintain contact
- Discuss the issues and options
- Be flexible
- Be positive and generous with your praise

File a Written Complaint

1. Civil Rights Division of the AZ Attorney General's Office—within 180 days after the discrimination incident
2. U.S. Department of Justice—do ASAP!
3. Office for Civil Rights of the U.S. Dept. of Health and Human Services—within 180 days after the discrimination incident (health care)
4. EEOC: employment — within 180 or 300 days
5. Private Lawsuit with your own attorney—up to 1 year and no later than 2 years

The [Arizona Center for Disability Law](#) is a not for profit public interest law firm, dedicated to the provision of vital legal services to children and adults with disabilities, by addressing issues such as special education, employment, housing, public accommodations, abuse and neglect, access to appropriate health care and mental health and services and assistive technology.



Tools and Resources

- **PEPNet:** http://resources.pepnet.org/files/204_2009_8_12_17_09_PM.pdf
http://resources.pepnet.org/files/103_2009_9_25_11_41_AM.pdf
http://www.jsu.edu/depart/dss/pec/counseling/counseling_project.pdf
http://resources.pepnet.org/files/205_2009_6_9_11_37_AM.pdf
- **A Wonderful Resource for Teachers & Parents:**
http://resources.pepnet.org/files/379_2010_4_8_15_51_PM.pdf
- **RIT/NTID:** <http://www.ntid.rit.edu/resources>
- **NAD:** <http://nad.org/issues/education>
- **U.S. Dept of Ed:** <http://www2.ed.gov/about/offices/list/ocr/docs/auxaids.html>
- **CART:** <http://ncraonline.org/Communities/CART/articles/classroom/classroom1.htm>
- **STEM:** Science, Technology, Engineering, and Mathematics:
<http://www.washington.edu/doit/Stem/hearing.html#q1>
- **And us!** ☺ <http://www.acdh.org>

